**Writing Progression For Age Related Expectations for Years 1-6/ PS3-10**

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|  | **EYFS/PS1-2** | **ARE-Y1/PS 3-4** | **ARE-Y2/PS5-6** | **ARE-Y3/PS6-7** |
| **Contexts for Writing**  **&**  **Drafting** | ***Birth to 3 years***  \*I can enjoy songs and rhymes, tuning in and paying attention.  \*I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  \*I can say some of the words in songs and rhymes.  I can sing songs and say rhymes independently, for example, singing whilst playing.  \*I can start to develop conversation, often jumping from topic to topic.  \*I can develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  ***Children age 3-4 years***  \*I can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  \*I can write some or all of their name.  \*I can use longer sentences of four to six words.  ***Children at Reception***  \*I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  \*I can re-read what they have written to check that it makes sense.  \*I can describe events in some detail.  \*I can articulate ideas and thoughts in well-formed sentences.  \*I can connect one idea or action to another using a range of connectives. | * ***I can write my sentences in order to tell a short narrative.*** * I can say my sentences out loud before I write them down independently. | * I can write narrative texts about the experiences of others (fiction) * I can write narrative texts about my own personal experiences (real) * I can write about real events (non-fiction) * I can write poetry. * ***I can write for different purposes*** * I can write down ideas and/or key words, including new vocabulary * ***I can encapsulate what I want to say, sentence by sentence*** | * I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar * ***I can write a detailed paragraph about 1 point before moving onto another.*** * ***I can create settings in my stories.*** * ***I can develop characters in my stories.*** * ***I can create a plot in my stories.*** * ***I can use headings and sub-headings are used to aid presentation.*** |
| **Spelling &**  **Word Building** | ***Children at Birth to 3***  \*I can use the speech sounds p, b, m, w.  Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’  \*I can pay attention and respond to the pictures or the words.  ***Children age 3-4 years***  \*I can develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh  \*I can develop my phonological awareness, so that they can:  - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother  \*I can use some of my print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  \*I can write some or all of my name.  ***Children at Reception***  \*I can spell words by identifying the sounds and then writing the sound with letter/s. | * ***I can spell most of the 40+ phonemes that I have been taught in Reception.*** * I can spell common exception words which are difficult to sound out. * I can spell the days of the week. * ***I can name the letters of the alphabet in order*** * I can use letter names to distinguish between alternative spellings of the same sound * I can spell plural words correctly by adding –s and –es. * I can use the prefix –un correctly in words that I know to change the meaning of verbs/ adverbs. * I can use words which end in –ing, -ed, -er and –est correctly when I don’t have to change the root word. * I can spell words with the spelling patterns;   -tch  -ff, ll, ss, zz, ck   * I can spell some compound words | * ***I can spell words in a phonetically plausible way.*** * ***I can use more word-specific knowledge of spellings; including homophones, for both mono- and multi-syllabic words.*** * I can spell most year 2 common exception words correctly * I can distinguish between homophones and near-homophones * I can use apostrophes in the correct place for contracted forms. * ***I can add suffixes to spell longer words, including –ment, –ness,***   ***–ful, –less, er, est –ly***   * I can apply spelling rules and guidelines from Appendix 1 (details on planning document) * ***I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.*** * I can spell compounding words (e.g. whiteboard, superman). | * I can spell further homophones * I can spell words that are often misspelt (Appendix 1) * I can understand and use further prefixes and suffixes * I am beginning to use the possessive apostrophe with plural nouns. * I can use the first 2 or 3 letters of a word to check its spelling in a dictionary. * I understand some word families based on common words. |
| **Handwriting &Transcription** | ***Birth to 3 years***  \*I can enjoy drawing freely.  \*I can add some marks to my drawings, which they give meaning to. For example: “That says mummy.”  \*I can make marks on my picture to stand for my name.  ***Children age 3-4 years***  \*I can write some letters accurately.  ***Children at Reception***  \*I can form lower-case and capital letters correctly. | * I can write simple sentences dictated by my teacher. * I can sit correctly at a table, holding a pencil comfortably and correctly * I can begin to form my lower case letters correctly so that they start and finish in the right place and they face the right way. * I can write my capital letters correctly and they face the right way. * I can write my numbers 0-9 correctly and they face the right way. * I can form letters which belong in the same family in the right way. | * I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * I can form lower case letters correctly although there may be some unevenness in size. * I can join some of my letters correctly. * ***I can form capital letters correctly which face the right way and are broadly of the same size.*** * ***I can form digits 0-9 correctly which face the right way and are broadly of the same size.*** * I can space my words apart more consistently. | * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * I can begin to join my handwriting independently using horizontal and diagonal joins * I can make my handwriting increasingly legible and consistent in quality, size and formation. |
| **Planning Writing** |  |  | * I can plan or say out loud what I am going to write about * I can show that I have considered my writing through noting down key ideas in planning. | * I can discuss and record my ideas * I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures |
| **Editing Writing** | ***Birth to 3 years***  ***Children at 3-4 years***  ***Children at Reception***  \*I can re-read what I have written to check that it makes sense. | * I can discuss what they have written with the teacher or other pupils * I can begin to make improvements to my work after reading it to check it makes sense. | * I can evaluate my writing with my teacher and other pupils * ***I can identify errors in spelling, grammar and punctuation to demarcate sentences, in my work.*** * I can make additions or improvements as a result of re-reading with my teacher (up-stage vocabulary, extend sentences) | * I can suggest some improvements to the work that my friends have done. * I can suggest some improvements about my own work linked to the success criteria. * ***I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.*** |
| **Performing Writing** | ***Birth to 3 years***  \*I can develop play around favourite stories using props.  ***Children at 3-4 years***  \*I can engage in extended conversations about stories, learning new vocabulary.  ***Children at Reception***  \*I can use new vocabulary in different contexts. | * I can read my writing back to someone else. | * I can read aloud what I have written with appropriate intonation to make the meaning clear | * I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| **Grammar, Vocabulary & Punctuation** | ***Birth to 3 years***  \*I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  ***Children age 3-4 years***  \*I can use some of my print and letter knowledge in early writing.  \*I can use a wider range of vocabulary.  \*I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  ***Children at Reception***  \*I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  \*I can use new vocabulary in different contexts.  \*I can learn new vocabulary.  \*I can use new vocabulary through the day. | * I can begin to use capital letters and full stops in sentences. * I can begin to use question marks appropriately. * I can begin to use exclamation marks appropriately. * I can begin to use Standard English in my writing. * I can leave spaces between my words. * I can use the conjunction ‘and’ to join words and clauses. * I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * I can use capital letters;   For the names of people  Places  Days of the week  Personal pronoun I | * I can begin to demonstrate my understanding of sentences in different forms including;   Statements  Questions  Exclamations  Commands   * ***I can show my understanding of past and present tense in my writing.*** * I can use the progressive form of verbs in the present and past tense. * ***I can begin to use conjunctions to show co-ordination using or, and, but*** * ***I can begin to use conjunctions to show use of subordination using because, if, that and when.*** * I am beginning to use some features of written Standard English * I can use suffixes to form new words correctly most of the time;   ‘ment, ‘ness, ‘ful, ‘less, ‘ly   * ***I can punctuate my sentences correctly using capital letters and full stops most of the time.*** * ***I can use commas in lists.*** * I can use apostrophes in the correct place for the (singular) possessive form. * I can use expanded noun phrases to describe and specify * ***I can use question marks accurately.*** * ***I can use exclamation marks accurately.*** * I can begin to show my understanding of how apostrophes are used for contracted word forms. | * ***I can use the present perfect form of verbs instead of the simple past*** * I can form some nouns using prefixes (super-, anti-) * ***I can use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel.*** * I can use a variety of simple and compound sentences. * ***I can begin to use inverted commas to punctuate direct speech.*** * ***I can use a wider range of conjunctions to extend sentences and express time, cause and place including;***  |  |  |  | | --- | --- | --- | | Conjunctions  -when  -if  -because  -although | Adverbs  -then  -Next  -Soon  -therefore | Prepositions  -before  -after  -during  -in  -because of | |
| **Spoken Language** | ***Children at Birth to 3***  \*I can turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.  \*I can gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.  \*I can watch someone’s face as they talk.  \*I can copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.  \*I can recognise and am calmed by a familiar and friendly voice.  \*I can listen and respond to a simple instruction.  \*I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).  \*I can babble, using sounds like ‘baba’, ‘mamama’.  \*I can use gestures like waving and pointing to communicate.  \*I can reach or point to something they want while making sounds.  \*I can copy your gestures and words.  \*I can constantly babble and use single words during play.  \*I can use intonation, pitch and changing volume when ‘talking’.  \*I can listen to other people’s talk with interest, but can easily be distracted by other things.  ***Children aged 3-4 years***  \*I am be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  \*I can start a conversation with an adult or a friend and continue it for many turns.  \*I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  \*I can use longer sentences of four to six words.  \*I can use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  ***Children at Reception***  \*I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  \*I can develop social phrases. | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play/improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication | | |
| **Grammatical Terminology** |  | letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |

**Writing Progression For Working Within Expectations for Years 1-6/ PS3-10**

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| **ARE-Y4/PS7-8** | **ARE-Y5/PS8-9** | **ARE-Y6/PS9-10** |  |
| * I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar * ***I can write a detailed paragraph about 1 point before moving onto another.*** * ***I can create settings in my stories.*** * ***I can develop characters in my stories.*** * ***I can create a plot in my stories.*** * I can use headings and sub-headings are used to aid presentation. | * ***I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.*** * I am beginning to demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed. * ***I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.*** * ***I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.*** * I can make increasing imaginative and deliberate word choices to create a specific effect. * I can use some paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect. * I can begin to make my writing flow more, with a range of devices being used to link some paragraphs and sections of writing. * ***I can use organisational and presentational devices to structure text and to guide the reader*** * I can write cohesively through the deliberate manipulation of an increasing range of devices used for effect. * ***I can write consistently in the correct tense. (including verb tenses)*** | * ***I can identify audiences for, and purpose of, writing, selecting most appropriate form of writing for set task.*** * I can demonstrate understanding of how authors have developed characters and setting in what I have read, listened to and seen performed. * ***I can describe settings, characters and atmosphere effectively through dialogue and narration, although this may not be balanced.*** * ***I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.*** * I can make imaginative and deliberate word choices to create a specific effect. * I can use paragraphs to deliberately shape, present, withhold expand, emphasise or develop material to achieve the intended effect. * I can begin to make my writing flow more, with a range of devices being used to link paragraphs and sections of writing. * ***I can use organisational and presentational devices to structure text and to guide the reader*** * I can write cohesively through the deliberate manipulation of a range of devices used for effect. * ***I can write consistently in the correct tense. (including verb tenses)*** * I understand the difference between vocabulary typical of informal speech and formal speech. | **Contexts for Writing & Drafting** |
| * I can spell further homophones * I can spell words that are often misspelt (Appendix 1) * I can understand and use further prefixes and suffixes (details on planning sheet) * I can use the possessive apostrophe with plural nouns. * I can use the first 2 or 3 letters of a word to check its spelling in a dictionary. | * I can spell some words with silent letters * I can distinguish between some homophones and other words which are often confused. * I can show some evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt. * ***I can use suffixes to convert nouns or adjectives into verbs*** * I can add suffixes beginning with vowel letters to some words ending in ‘-fer’ * I can use dictionaries to check spelling and meaning of some words using the first 3 or 4 letters of the word. * I can use prefixes to convert nouns to verbs (e.g. dis, de, mis, over, re) | * I can spell words with silent letters * I can distinguish between homophones and other words which are often confused. * I can show evidence of the use of morphology and etymology in spelling new, unfamiliar or words that need to be specifically learnt. * ***I can use suffixes to convert nouns or adjectives into verbs*** * I can add suffixes beginning with vowel letters to words ending in ‘-fer’ * ***I can use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of the word.*** | **Spelling & Word Building** |
| * ***I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.*** | * I can select a handwriting style appropriate to the task. * choosing the writing implement that is best suited for a task | * I can select a handwriting style appropriate to the task. * choosing the writing implement that is best suited for a task | **Handwriting & Transcription** |
| * I can begin to join my handwriting independently using horizontal and diagonal joins * I can make my handwriting increasingly legible and consistent in quality, size and formation. |  |  |  |
| * I can discuss and record my ideas * I can compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures | * I am beginning to use note taking with increasing effect. | * I can use note taking effectively. | **Planning Writing** |
| * I can suggest improvements to the work that my friends have done. * I can suggest improvements about my own work linked to the success criteria. * ***I can proof-read and make corrections to familiar spellings and punctuation, including accurate use of pronouns in sentences.*** | * I can suggest some improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done. * I am beginning to use grammatical agreement which is increasingly accurate (formal written not dialect/speech driven). * ***I can identify and correct spelling and punctuation errors and up-stage using prompts.*** * I can use a thesaurus to increase some of my vocabulary. * I can make increasingly precise word choices which are effective. | * I can suggest improvements about my own work linked to the success criteria. I can suggest improvements to the work that my friends have done. * ***I can use grammatical agreement which is increasingly accurate (formal written not dialect/speech driven).*** * ***I can identify and correct spelling and punctuation errors and up-stage using prompts.*** * I can use a thesaurus to increase my vocabulary. * I can make precise word choices which are effective. | **Editing Writing** |
| * I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | * I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | * I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Performing Writing** |
| * I can use the present perfect form of verbs instead of the simple past * ***I can use Standard English forms for verb inflections instead of local spoken forms.*** * I can form nouns using prefixes (super-, anti-) * I can use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel. * I can use a variety of simple and compound sentences. * I can use a wider range of conjunctions to extend sentences and express time, cause and place including;  |  |  |  | | --- | --- | --- | | Conjunctions  -when  -if  -because  -although | Adverbs  -then  -Next  -Soon  -therefore | Prepositions  -before  -after  -during  -in  -because of |  * ***I can begin to use inverted commas to punctuate direct speech.*** * ***I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition .*** * ***I can use noun phrases and prepositional phrases to add clarity.*** * ***I can use fronted adverbials and use a comma after it.*** | * I can increasingly use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations. * I can sometimes use the passive verbs to affect the presentation of information in a sentence * I am beginning to use the perfect form of verbs to mark relationships of time and cause. * I am beginning to use vocabulary and structures appropriately for formal speech and writing including some subjunctive forms (informal and formal language). * I am beginning to use clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly. * I am beginning to use a range of figurative language effectively. * I can use some synonyms & antonyms * ***I can indicate degrees of possibility using adverbs or modal verbs*** * ***I can use further cohesive devices such as grammatical connections and adverbials*** * I am beginning to use ellipsis * I can use commas and sometimes hyphens to clarify meaning or avoid ambiguity. * I can use some semi-colons, dashes and commas to mark boundaries between independent clauses. * I can sometimes use colons to introduce lists. | * I can consistently use precise vocabulary and make grammatical choices, including the use of the subjunctive mood, to suit both formal and informal situations. * ***I can use the passive verbs to affect the presentation of information in a sentence*** * I can uses the perfect form of verbs to mark relationships of time and cause. * I can use vocabulary and structures appropriately for formal speech and writing including subjunctive forms (informal and formal language). * I can use clauses that are manipulated to emphasise the relationships between complex ideas or to convey information succinctly. * I can use a range of figurative language effectively. * I can use synonyms & antonyms * ***I can indicate degrees of possibility using adverbs or modal verbs*** * ***I can use further cohesive devices such as grammatical connections and adverbials*** * use of ellipsis * ***I can use commas and hyphens to clarify meaning or avoid ambiguity.*** * I can use semi-colons, dashes and commas to mark boundaries between independent clauses. * ***I can use colons to introduce lists.*** * ***I can punctuate bullet points.*** | **Grammar, Vocabulary & Punctuation** |
| * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play/improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication | | | **Spoken**  **Language** |
| **determiner, pronoun, possessive pronoun, adverbial** | **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity** | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | **Grammatical Terminology** |

***Bold and italic assessment objectives are new independent targets not a continuation of a previous objective.***